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ABSTRACT

This book contains 11 essays that offer in-depth accounts of qualitative research in developing countries. Each chapter focuses upon a specific method and considers related theoretical and practical issues with reference to recent experiences in selected developing countries. Key issues addressed include: (1) the identification of appropriate research questions; (2) research ethics; (3) practitioner research; (4) case study evaluation; and (5) North-South collaboration and the potential of qualitative research for policy making and theory. Contained in the book are the following chapters: (1) "Qualitative Research in Developing Countries: Issues and Experience" (Michael Crossley; Graham Vuillamy); (2) "Integrating Paradigms in Educational Research: Issues of Quantity and Quality in Poor Countries" (Rosemary Preston); (3) "Qualitative Research and Educational Policy-Making: Approaching the Reality in Developing Countries" (Cheng Kai-ming); (4) "The Importance of Fieldwork: Anthropology and Education in Papua New Guinea" (Wayne Fife); (5) "Using Documents for Qualitative Educational Research in Africa" (Clive Harber); (6) "Interviews and the Study of School Management: An International Perspective" (Lynn Davies); (7) "Improving Our Practice: Collaborative Classroom Action Research in Lesotho" (Janet Stuart; Mahlape Morojele; Pulane Lefoka); (8) "Dilemmas of Insider Research in a Small-Country Setting: Tertiary Education in St. Lucia" (Pearlette Louisy); (9) "Planning for Case-Study Evaluation in Belize, Central America" (Michael Crossley; J. Alexander Bennett); (10) "Implementing Qualitative Research in Pakistan: International Teamwork" (R. L. Smith); and (11) "North-South Collaboration in Educational Research: Reflections on Indian Experience" (Archana Choksi; Caroline Dyer). (EH)

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